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ABSTRACT

In September 1971, Concordia College in Minnesota developed the Self-Teacher Actualization Program (S-TAP). This program enabled junior year elementary education majors to be involved daily with the teaching of children through clinical experiences in the public schools in five curriculum areas (reading, language arts, social studies, math, and science) current with his study of the teaching role. Traditional methods courses are replaced with over 300 learning modules which constitute the inquiry library accompanying the student's clinical experiences. The student initiates his own inquires and selects the modules that can direct those inquires. The resources available for directing these inquires include (a) a faculty facilitator for each student, (b) materials in the S-TAP and curriculum library, (c) a microteaching laboratory, (d) selected faculty in other departments, and (e) the clinical experiences and the cooperating public school teacher. Three types of learning modules are available: a) strongly recommended, b) elective, and c) student created. Modules are available in the curriculum areas covered during clinical experiences. Additional curriculum areas include audio-visual aids, tests and measurements, children's literature, philosophy, ethics, inner-city teaching, classroom organization, and patterns for learning. A special emphasis is placed on modules in human relations with intensive development of self and relationships with others. (Author/MJM)

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1972 DISTINGUISHED ACHIEVEMENT AWARDS PROGRAM

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

S-TAP PROGRAM IN ELEMENTARY EDUCATION

Concordia College
Moorhead, Minnesota

SUMMARY OF SUBMITTED PROGRAM

For this competition, we present our new "Self-Teacher Actualization Program" (S-TAP), which was initiated in September, 1971. This program is individualized in the sense that each elementary education major, during one semester of his junior year is involved daily with the teaching of children through clinical experiences in the public schools in five curriculum areas (reading, language arts, social studies, mathematics, and science) current with his study of the teaching role. He takes the responsibility for developing his own personal and professional competencies related to teaching.

We have replaced traditional methods courses with over three hundred learning modules which constitute the inquiry library accompanying the student's clinical experiences. The student initiates his own inquiries and selects the modules that can direct those inquiries. The resources available for directing these inquiries include: (1) a faculty facilitator for each student, (2) materials in our S-TAP and curriculum library, (3) our microteaching laboratory, (4) selected faculty in other departments, and (5) the clinical experience and the cooperating public school teacher.

Three types of learning modules are available: (1) strongly recommended, (2) elective, and (3) student created. A catalog listing of the first two types are available to each student, either of a small group or individual nature. The student created module is so unique to the student and his clinical situation that we could not anticipate its design before the clinical experience. Modules are currently available in the curriculum areas experienced during clinical. In addition to the curriculum areas listed above, modules are also available in audio-visual aids, tests and measurements, children's literature, philosophy, ethics, inner city teaching, classroom organization, and patterns for learning. A special emphasis is being placed on modules in human relations, with intensive development of self and relationships with others. Modules are open to freshmen, sophomores, juniors, and seniors; but the concentration is in one semester of the junior year, as previously stated.

SP 005 826

I. DESCRIPTION AND DEVELOPMENT OF S-TAP

A. The summary of the Submitted Program on the preceding page describes S-TAP generally. A detailed description of S-TAP is included in the case study of the development.

B. Development of the Program

1. 1969-70 Academic Year

a. The very beginnings of S-TAP were the seeds of thought of Dr. Clark Tufte, Assistant Professor of Education at Concordia College. On leave this year to participate in Triple-T, Doctor Tufte was able to begin formulating his ideas about teacher education on paper. He submitted his proposal to the Education Department faculty for discussion and reactions.

b. During January and February of the same year, Mr. Loren Winch, Assistant Professor of Education was granted a faculty leave for the express purpose of gathering first-hand information about elementary education instruction in colleges and universities with teacher education programs. In January, Mr. Winch visited Mankato State College, Bemidji State College, Moorhead State College, the University of Minnesota Duluth Branch, and St. Olaf College at Northfield, Minnesota. He also read the nine sets of specifications for elementary teacher education programs produced in Phase I of Outstanding of Model Programs for the Training of Elementary School Teachers, funded by the Department of Health, Education, and Welfare, Office of Education, Washington, D.C. He selected from Phase I the following programs which he spent the month of February visiting: Florida State University, University of Georgia, University of Pittsburgh, University of Toledo, and the Teachers College of Columbia University. These programs were beneficial in solidifying ideas which were later included in future plans for S-TAP.

2. 1970-71 Academic Year

a. In the fall of 1970, the Elementary Education Department began the many formal and informal meetings of which the end result was the Self-Teacher Actualization Program. Discussion centered on the philosophy and organizational adjustments necessary to implement such a program.

b. During the winter, informal meetings were held with various college personnel and departments, the computer center director and the placement director in regard to what S-TAP is, what their possible participation would be, and for any suggestions they might have. Formal presentations of S-TAP were given to the College Administration, the College Development Personnel, the Admissions Couselors, and any other interested faculty.

c. Also held was a meeting with the Minnesota State Department of Education officials concerning the official guidelines which were necessary to follow. Mr. Winch, Doctor Tufte, and Mrs. Stoen of the Concordia College Elementary Education Department, along with Miss Edith Skogen, Principal of the Riverside Elementary School of the Moorhead Public School District 152, presented the Self-Teacher Actualization Program.

d. During the spring, informal meetings were conducted in six elementary schools for all teachers and principals. Teachers were then asked whether or not they were interested in participating as cooperating clincial teachers. Sharp, Park, and Riverside Elementary Schools were selected as participating schools for at least the first year since they are easily accessible to the Concordia College campus. One teacher from a school across town, however, expressed such a strong desire to participate, that he was also included. The principals from each of the nine elementary schools in Moorhead were also named as resource personnel for S-TAP. In late spring, we chose, with the principals' help, the teachers from our list who would participate as our cooperating clinical teachers. The teachers had previously expressed which of the curriculum areas in which they would prefer to work.

In May, an after-school coffee meeting was held at Riverside Elementary School with the selected personnel. The Self-Teacher Actualization Program, its philosophy and mechanics, was discussed. They were informed of their college benefits; such as, faculty privileges through an I.D. for parking, library, Artist's Series, college plays, musicals, concerts, and athletic events.

Miss Shelby Bjelland was contracted as an instructor in Elementary Education effective as of August 23, 1971.

e. During the summer, faculty members Winch, Tufte, and Stoen combined summer school duties with the writing of modules in each of the curriculum areas. Selected faculty from other departments contributed modules in human relations, philosophy, audio visual, children's literature, etc.

A full-time secretary-typist was hired for the summer to handle the great amount of typing necessary to ready the modules for the fall of 1971. An extensive clerical system of module filing, check-out, and unofficial recordkeeping was devised.

3. 1971-72 Academic Year

a. Several meetings with the computer center director finalized plans for using the computer as the official recordkeeper for S-TAP. After a student feels he has successfully completed the module, he affixes his signature. Likewise, the

facilitator adds his signature to signify that the module was satisfactorily completed. If the module involved the clinical situation, the cooperating classroom teacher also signs it. At the end of each clinical experience, the computer center provides each student with a print-out of the modules taken to that point during the S-TAP semester.

In the process of development is the Professional Profile which will graph clearly and easily the competency level which each student has attained. This will be used through our placement office with school officials.

b. Beginning last spring, each student registered for the S-TAP package plus one additional course, which was to be taken ideally either first period in the morning (7:50-8:50) or after three in the afternoon. S-TAP commitments are designed to take up a major portion of each student's day.

c. During the first day of college classes, all S-TAP students joined with the five full-time facilitators for the first of their modules in human relations. This half-day experience gave each student an opportunity to examine and set personal goals as well as to select others with whom they wished to group, including an S-TAP facilitator. Thus five groups were formed with approximately seven students and one facilitator forming a unit.

d. On the second day of the semester, the S-TAP students met again to discuss the program, expectations, guidelines, the different modules available, and the public school clinicals. Following the large group meeting, the students separated into their five groups. Each group was assigned one of the five curriculum areas with which to begin their clinical and professional study. The students within Miss Bjelland's group, for example, began with the reading clinical. Each student selects one of the times and available public school teachers. For the next three-week period, the S-TAP student will spend at least an hour each day assisting the classroom teacher with her reading program. They will observe, question, and teach (individual child, small group, or whole class) reading under her supervision. Based on what has been observed, questioned, and taught, the S-TAP student then asks for specific modules to be taught which can provide an understanding for him and others with similar questions. Other modules are designed for individual and independent study and are taken as each student desires. Also, the student may arrange to create modules if he can't find one in the module catalog which fits his particular needs and situation.

e. Almost three weeks passed when we called our cooperating clinical teachers together for an after-school meeting to assess how well our program was operating, to discuss any

questions they might have, and to listen to their reactions to the program thus far. Comments were very favorable. We parted with the understanding that another meeting would be scheduled before Christmas. The cooperating clinical teachers are kept informed when we send them the weekly S-TAP Newsletter as well as the college activities calendar for each week.

f. Each Wednesday the students meet for the large group meeting at three o'clock. At the end of each three-week clinical, S-TAP students receive the computer print-outs of their module study.

g. At the conclusion of each three-week clinical, each group rotates to a new clinical experience. For example: Miss Bjelland's group leaves their reading clinical and begins their language arts experience. Groups rotate according to the diagram on the following page. Clinical rotation continues on a three-week basis for the rest of the semester.

h. At the end of the semester, each student will meet with a facilitator, or several facilitators if he wishes, to assess his progress toward meeting his goals. Additional information on evaluation is available under that particular section of this document.

II. S-TAP OBJECTIVES

A. The S-TAP student will demonstrate a commitment to the teaching profession by:

1. A daily clinical involvement with observation and teaching.

2. Initiating and participating in group and individual modules arising from clinical need.

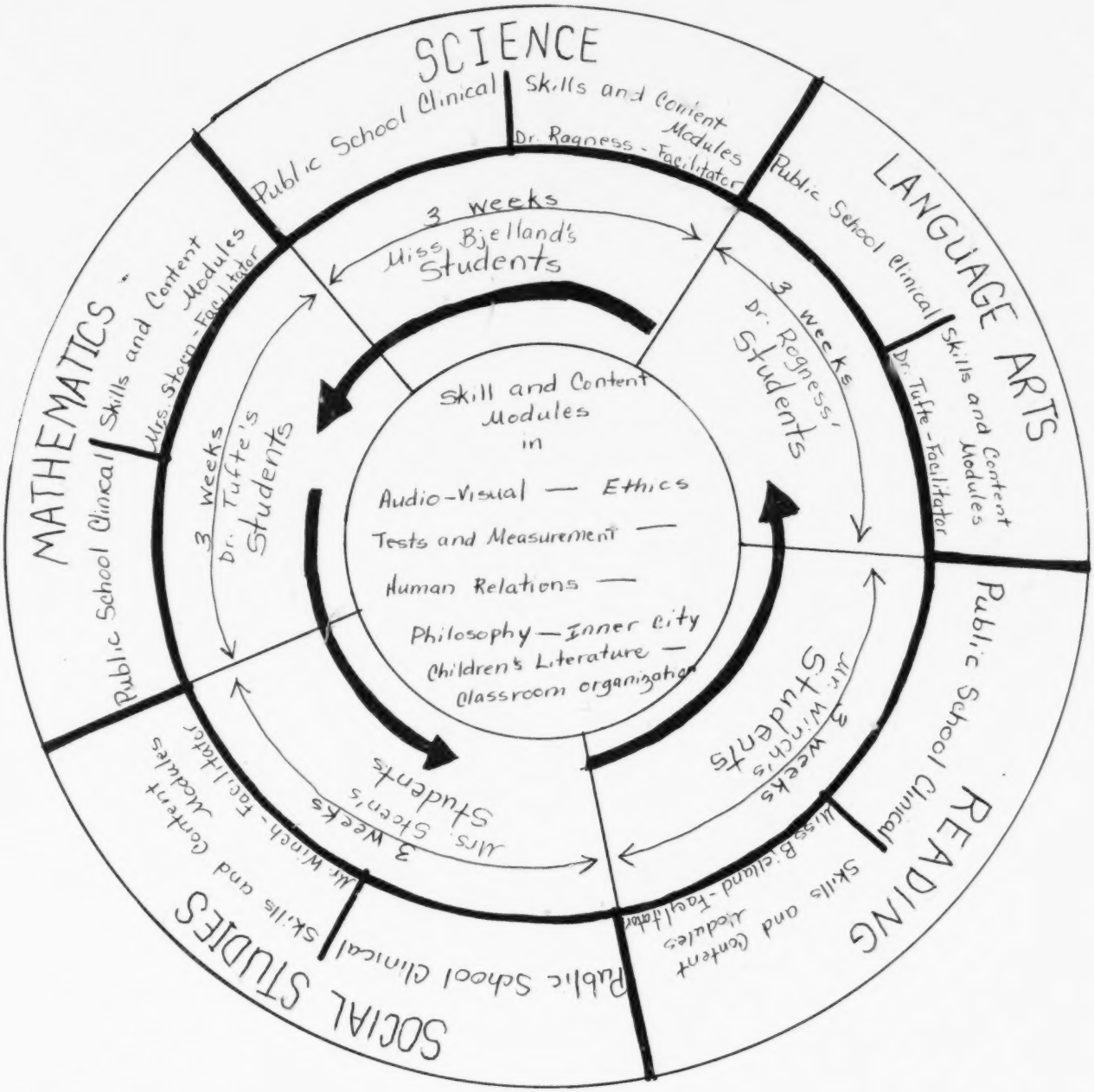
3. Creating his own modules to fit his unique teaching needs and clinical situation.

B. The S-TAP student will demonstrate the ability to objectively criticise his own clinical experiences; namely, what he has done, what he has seen, and what other alternatives could have been tried.

C. The S-TAP student will demonstrate the responsibility for making decisions regarding his professional growth through completion of group, individual, and student created modules; as well as participation in extra-clinical experiences.

III. S-TAP PERSONNEL

A. For the successful operation of our new program, each facilitator must demonstrate the following qualities: (1) a trust in the learner to learn and in the person to become, (2) the skills of non-directive


SCIENCE
Public School Clinical
Skills and Content Modules
Dr. Ragness - Facilitator
LANGUAGE ARTS
Public School Clinical
Skills and Content Modules
Dr. Tufte - Facilitator
READING
Public School Clinical
Skills and Content Modules
Miss Bjelland - Facilitator
SOCIAL STUDIES
Public School Clinical
Skills and Content Modules
Mr. Minch - Facilitator
MATHEMATICS
Public School Clinical
Skills and Content Modules
Miss Steen - Facilitator
3 weeks
Miss Bjelland's Students
3 weeks
Dr. Ragness' Students
3 weeks
Dr. Tufte's Students
3 Weeks
Mrs. Stern's Students
3 weeks
Mr. Minch's Students
Skill and Content Modules in
Audio-Visual — Ethics
Tests and Measurement —
Human Relations —
Philosophy — Inner City
Children's Literature —
Classroom organization

guidance rather than manipulative indoctrination, (3) the skill of diagnosis rather than a one-standard evaluation, and (4) a competency in the skill of teaching and a willingness to share these competencies. Presently the S-TAP staff consists of five full-time facilitators, several cooperating college staff members, several special consultants for special module areas, and cooperating elementary public school personnel--including principals and classroom teachers. Listed below is our S-TAP staff.

1. Full-time S-TAP facilitators:

a. Bjelland, Shelby Jean

Degree Work:

1965-66	Concordia College
1966-68	Moorhead State College, B.A. Major: Elementary Education
1968-present	Moorhead State College, working on M.A. Major: Guidance and Counseling
1969-70	University of Minnesota, Project REACH Fellowship Certification in Special Learning and Behavioral Problems
1969-present	University of Minnesota, working on M.A. Major: Special Education--Special Learning Disabilities

Educational Experience:

1968-69	Moorhead, Minnesota, Fourth Grade Teacher
1969 Summer	Moorhead Summer Pilot Project Athena Program for academically talented youth
1969-70	Received Project REACH Fellowship, University of Minnesota
1970 Summer	Graduate Assistant at St. Anthony SID Workshop
1970-71	Moorhead, Minnesota, Teacher of Special Learning and Behavior Problems (K-6)
1971 Winter	Moorhead, Minnesota, Taught extension course on Special Learning Disabilities at Crookston, Minnesota, for Moorhead State College
1971-present	Moorhead, Minnesota, Instructor in Elementary Education at Concordia College

b. Rogness, Alton S.

Degree Work:

1929	Augustana College, S. Dak., Standard Certificate
1933	Augustana College, S. Dak., B.A. Major: Social Sciences
1941	University of Minnesota, M.A. Major: Education Administration Minor: Education Psychology
1953	Colorado State College, Ed.D. Major: Elementary Education Minor: Education Psychology
1966 Summer	Colorado State College, Post Doctoral Study "Status of Testing and Guidance"

Educational Experience:

1929-31	Roscoe, South Dakota, Teacher of 7th and 8th Grades plus School Band
1933-34	Monango, North Dakota, Teacher of 6th, 7th, and 8th Grades plus School Band
1934-35	Monango, North Dakota, Teacher of High School Social Science and School Band
1935-40	Viberg, South Dakota, Teacher of High School Social Science and School Band
1944-46	Stickney, South Dakota, Superintendent of Schools
1946-51	Viberg, South Dakota, Superintendent of Schools
1952-56	Rochester, Minnesota, Supervising Elementary School Principal
1956-present	Moorhead, Minnesota, Chairman of the Education Department, Concordia College

c. Stoen, Linda L.

Degree Work:

1964	Dickinson State College, Standard Certificate
1966	Mayville State College, B.S. Major: Elementary Education Minor: Music
1968	North Dakota State University, M.S. Major: Education; Elementary Administration

Educational Experience:

1964-65	Drayton, North Dakota, First Grade Teacher
1966-67	Sterling, Colorado, Kindergarten Teacher (half time) and Music (half time)
1967-68	Moorhead, Minnesota, Second Grade Teacher
1968-present	Moorhead, Minnesota, Instructor at Concordia College in Elementary Education

d. Tufte, Clark

Degree Work:

1957	Concordia College, B.A. Major: Speech Minor: History and Education
1961	University of North Dakota, M.Ed. Major: Elementary Education
1968	University of North Dakota, Ed.D. Major: Teacher Education
1969-70	Triple-T Institute, Post Doctoral Experience for Inner City Teachers

Educational Experience:

1957-58	West Fargo, North Dakota, High School Teacher
1958-59	West Fargo, North Dakota, Elementary School Teacher
1959-61	Grand Forks, North Dakota, Elementary School Teacher

1961-65	Fergus Falls, Minnesota, Director of Elementary Education
1967-69	Muncie, Indiana, Assistant Professor of Education at Ball State University
1970-present	Moorhead, Minnesota, Assistant Professor of Education at Concordia College

e. Winch, Loren L.

Degree Work:

1952	Bemidji State College, B.S. Major: Elementary Education Minor: Physical Education
1955	Bemidji State College, M.S. Major: School Administration

Educational Experience:

1952-53	St. Paul, Minnesota, Fifth Grade Teacher and Physical Education
1953-55	Brainerd, Minnesota, Sixth Grade Teacher and Physical Education
1955-58	Red Lake, Minnesota, Supervising Principal
1958-62	Brainerd, Minnesota, Supervising Principal
1963-66	St. Paul, Minnesota, State Department of Education; Elementary Supervisor and School Program Consultant; Assistant Director of Title I Funds
1966-present	Moorhead, Minnesota, Director of Elementary Education at Concordia College

2. Part-time College Personnel:

a. Lee, Carl--College Pastor
Concordia College, B.A.
Luther Seminary, B.Th.

b. McKenna, E. Daniel--Instructor in Chemistry
Valley City State College, B.S.
North Dakota State University, B.S.
Duke University, M.A.

c. Montgomery, Karen--Teaching Assistant in Instructional Media
Concordia College, B.A.

d. Rudie, Helen--S-TAP and Education Curriculum Librarian
Concordia College, B.A.
Moorhead State College, M.S.

3. Special College Consultants:

a. Christiansen, Thomas--Associate Professor of Philosophy
Concordia College, B.A.
Yale University, M.A.
Yale University, Ph.D.

b. Green, Richard--Assistant Professor of Chemistry
Concordia College, B.A.
North Dakota State University, M.S.
University of Louisville, Ph.D.

4. Adjunct Cooperating Public School Faculty

a. Georgetown School
Mrs. Alvina Lillibridge, Principal

b. Lincoln School
Mrs. Leveta Scott, Principal

c. Park School
Mr. Donald Iverson, Principal
Mrs. Betty Fiemann, Grade 1
Mr. Charles Leitheiser, Grade 6

d. Probstfield School
Mr. Howard Murray, Principal

e. Riverside School
Miss Edith Skogen, Principal
Mrs. Mary Block, Grade 2
Mrs. Dorothy Carey, Grade 6
Mrs. Annis Kline, Grade 6
Mrs. Florence Korsmo, Grade 5
Mr. Timothy Marsten, Grade 5
Mrs. Laurene Mattson, Grade 1
Mrs. Adeline Neyssen, Grade 4
Mrs. Gertrude Pedersen, Grade 1
Mrs. Mable Ross, Grade 2
Mr. Wayne Sauer, Grade 6
Mrs. Vivian Steffen, Grade 3

f. Sabin School
Mr. Thomas Sandhei, Principal

g. Sharp School
Mr. William Granlund, Principal
Mrs. Dorothy Dronen, Grade 5
Miss Pearl Fankhanel, Grade 2
Mr. Merle Knott, Grade 4
Mrs. Ethelyn Pepple, Grade 5
Mr. Wayne Sedivec, Grade 6
Mrs. Gertrude Solum, Grade 3
Mrs. Elaine Edlund, Grade 1

h. Washington School
Mr. Robert Olson, Principal
Mr. Dean Mollerud, Grade 5

IV. S-TAP BUDGET

A. In addition to the regular Education Department budget of which the elementary education staff shares at least half, is the additional monies appropriated to initiate S-TAP in 1971.

1. Supplemental allocation to the Education Department budget for S-TAP — $ 1,400.00
(This additional sum was used to purchase paper, stencils, and incidentals for the S-TAP modules. Also added were two used three-drawer file cabinets, one used electric typewriter, and salary for our summer secretary-typist.)

2. Library Budget

a. Regular Allocations

Education books for college collection	$ 900.00
Children's books	750.00
Curriculum center library	750.00
Periodical subscriptions (estimate)	1,680.00

b. S-TAP Library Additional Allocations — 3,000.00
(Special allocation to purchase books for the S-TAP resource library.)

3. Total additional monies assigned for initiating S-TAP 1971-72 — $ 4,400.00

V. EVALUATION

The S-TAP teacher education program is designed for constant evaluation and feedback into the program by the students. It provides the means whereby a prospective teacher can contribute significantly to the shaping of the curriculum that is the guide for their professional development. A basic assumption underlying the Self-Teacher Actualization Program is that each prospective teacher will be able to negotiate the specific situations in which he is to demonstrate competency and that these will reflect the type of situations that he will be encountering in the setting within which he chooses to teach. Within S-TAP, the trainee assumes control of his program by negotiating the criteria by which judgment about his competency is to be made. They evaluate their own performance and decide if their skill competency is adequate to meet their needs. The faculty facilitator also has a responsibility to present to him diagnostic information about his growth towards that competency and to provide his professional evaluation about the student to future employers. Individual evaluations are regularly held at the conclusion of each three-week clinical experience with both clinical facilitator and inquiry group facilitator. Additional conferences are possible, and can be either facilitator or student initiated. Also, personal evaluations are available upon student request from their cooperating clinical teacher in the

public schools. At the completion of the S-TAP semester, a final individual evaluation with each facilitator involved in a content area is scheduled.

S-TAP students are involved in decision making--not only in decisions about themselves or their inquiry group, but also in decisions affecting the development, evaluation, and modification of every aspect of the total program. At present, such feedback is given at a weekly Wednesday afternoon large group session. This meeting allows them to air their gripes, offer support of the good aspects, and a chance to initiate any change they feel should be made. It was from one of these sessions that a Student-Faculty Committee was set up to assist in the processing of the different kinds of evaluations. At present, this committee is revising the evaluation form that is used at the end of each three-week clinical and in writing a position paper to initiate a change in our present college grading structure to make it more in line with S-TAP.

Weekly visits with the cooperating public school teachers by campus facilitators helps to obtain student as well as program evaluations. In addition, at least twice a semester, the cooperating public school teachers are invited to an informal get-together at which time their reactions and opinions about the program are solicited and shared with us.

Program implementation has also been dependent on periodic meetings with college administration in an effort to evaluate our progress, anticipate future problems and needs, and handle immediate concerns of the program.

Meetings with public school administration have also been an important vehicle not only by which we initiated our program, but by which we receive feedback specific to the success of the total program. As one would expect, initiating such an unusual program has necessitated faculty flexibility and adaptability. Thus, many scheduled and many impromptu S-TAP staff meetings have been held.

In an effort to obtain S-TAP feedback at the end of this and subsequent semesters, we are presently involved in developing an evaluation form that can be used by our public school faculty and another to be used by our S-TAP students. With the information gathered from such evaluations, department members will organize S-TAP to fit into next year's change to the college course plan.

VI. S-TAP CONTRIBUTIONS

A future teacher should be exposed to the kind of professional teaching behavior he is expected to demonstrate during his professional career. At Concordia College, S-TAP serves as a model of creative teaching, continual self-evaluation, individual responsibility for one's own inquiry and exploration of professional growth, and an innovation for professional cooperation among various college disciplines and specialties.

Since this program is in itself a model for learning, the faculty must then be the models for teaching. It requires new staff organization and utilization arrangements. The college professor can no longer exist in the traditional role of an information giver. This model requires that he assume the

role of an instructional manager who must develop and use his skills of diagnosis and guidance when dealing with students. He will become a facilitator of inquiry and decision making. Careful consideration will need to be given as to when learners need the human component and when the automated component alone is adequate to meet the need. The human components would involve such activities as seminars, observations, feedback, diagnosis, and questioning. The automated component would be the use of teaching machines, programmed instruction, and video-taped experiences. The faculty member's role has changed from the teacher of a class to a member of a department with assigned responsibilities for developing and diagnosing teaching skills which are within his own personal areas of expertise. Obviously, this philosophy would necessitate our sharing such teacher preparation responsibilities with faculty members outside the Education Department who have unique expertise in the skills of teaching. Because our model calls for the student to be in control of his own professional development, a change in faculty attitude is required--especially of those faculty members who presently feel that their own standards are the only measures of quality. This model demanding competency on the part of the trainee puts at least as much responsibility on the teacher to teach as has traditionally been put on the learner to learn.

The S-TAP model is a deliberate attempt to improve communications and to develop patterns of mutual cooperation and benefit among those groups responsible for preparing and using teachers. These include the college, the students, the public schools, the community consumers, and the educational industry and other agencies engaged in the development of curriculum and instructional materials. The division of responsibility between colleges and the schools incorporates the assumption that the college is better suited than the school to exercise responsibility for the development of the knowledge, skills, and sensitivities needed to demonstrate competency in the performance of teaching tasks in the laboratory, while the school is better equipped to handle demonstration of competence in the performance of teaching tasks under classroom conditions. The commitment to having school personnel share equally in the definition and operation of a teacher preparation program has and will continue to have far-reaching implications for the structure and organization of both schools and colleges.

Submitted by:
Elementary Education Department
Concordia College
Moorhead, Minnesota

Enclosed is the S-TAP module catalog, an example of a group module, and a copy of an individual student's computer print-out.